Family Prosperity Initiative
Training

This program is made possible by a grant from the FINRA Investor Education Foundation through Smart Investing@your library®, a partnership with the American Library Association.

Liesl Seborg, Grant Coordinator
Shauna LaBeau, Curriculum Developer

SLCOLibrary.org/smartinvesting
Tell Us About You

What groups do you work with?

What did you buy with your first paycheck?

What are you hoping to learn today?
Smart Investing @ Your Library—Family Prosperity Initiative a Salt Lake County Library Services Multi-Agency Partnership

THE GRANT
Funding, Goal and Purpose
Grant Partners
WORKING WITH DIVERSE POPULATIONS
Resettled Populations

Model and Hands-on Instruction

New Cultures

PTSD & Trauma

Existing Beliefs and Experiences with Money
Your Experiences

Classroom set-up, welcoming your students

What best practices or strategies do you have?

Be aware of the needs of your students.
CURRICULUM REVIEW
Stand Alone Classes

Taught by USU Extension

<table>
<thead>
<tr>
<th>At Libraries and Community Centers throughout Salt Lake County</th>
<th>Retirement Planning</th>
<th>College and Me Avoiding Fraud Understanding Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Investing Basics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Estate Planning</td>
<td></td>
</tr>
</tbody>
</table>

FAMILY Prosperity Initiative
Financial Literacy for All
Overview

- Beginner: 47 lessons
- Intermediate
- Advanced
- Manipulatives
- 59 image cards
- 7 videos
What does each level mean?

**Beginner: ESL Level 0-1**
- Very little or no verbal English language experiences.
- May be able to answer simple questions with yes or no.
- Focus on building money familiarity. Learners memorize a lot and repetition is helpful.
- Focus on Visual and Auditory Learning.

**Intermediate: ESL Level 2-3**
- Greater ability to listen and speak English, especially in relation to immediate needs and daily activities.
- More confident in responding to questions.
- May make some errors in grammar and linguistic structure.

**Advanced: ESL Level 4-5**
- Converse in English.
- Conversations are more advanced than just basic survival skills.
- Students may not know every single word, but they can piece together meanings based on context.
Color Code

Beginner: ESL Level 0-1

Intermediate: ESL Level 2-3

Advanced: ESL Level 4-5

Appendix
# Tsheej’s Paycheck

## Quality Automotive Shop

**Pay Period:** 05/01/2015 - 05/16/2015

<table>
<thead>
<tr>
<th>Employee</th>
<th>Employee Identification Number</th>
<th>Check#</th>
<th>Check Amount:</th>
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<tbody>
<tr>
<td>Tsheej Kha</td>
<td>123-45-67-89</td>
<td>1523</td>
<td>$146.68</td>
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</tbody>
</table>

**Employee Address:**

3950 South 4540 West  
West Valley City, Utah 84120

<table>
<thead>
<tr>
<th>Gross Income</th>
<th>Net Income</th>
<th>Deductions</th>
<th>Current Deductions for this pay period</th>
<th>Year-to-Date Deductions</th>
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</thead>
<tbody>
<tr>
<td>$180.00</td>
<td>$146.68</td>
<td>Federal Tax State FICA</td>
<td>$14.10 $5.45 $13.77</td>
<td>$503.46 $117.72 $636.00</td>
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</tbody>
</table>

Year to date Gross Income: $6,890.00  
Year to date Net income: $5,387.90  
Total: $33.32  
Year-to-Date Deductions: $1502.10
# Earnings Statement

**Period Ending:** 11/13/2004  
**Pay Date:** 11/19/2004

## National Telecommuting Institute

1505 Commonwealth Ave  
Boston, MA 02135-0000

**Taxable Marital Status:** Single  
**Exemptions/Allowances:**  
- Federal: 1  
- NJ: Table A

---

**Social Security Number:** 000-00-0000

<table>
<thead>
<tr>
<th>Earnings</th>
<th>rate</th>
<th>hours</th>
<th>this period</th>
<th>year to date</th>
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<tbody>
<tr>
<td>Regular</td>
<td>11.7500</td>
<td>28.51</td>
<td>334.99</td>
<td></td>
</tr>
<tr>
<td>Hol</td>
<td>11.7500</td>
<td>2.71</td>
<td>31.84</td>
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</tr>
<tr>
<td><strong>Gross Pay</strong></td>
<td></td>
<td></td>
<td><strong>$366.83</strong></td>
<td></td>
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</table>

**Deductions**

<table>
<thead>
<tr>
<th>Statutory Description</th>
<th>deduction</th>
<th>year to date</th>
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</thead>
<tbody>
<tr>
<td>Federal Income Tax</td>
<td>-14.57</td>
<td>95.33</td>
</tr>
<tr>
<td>Social Security Tax</td>
<td>-22.75</td>
<td>122.19</td>
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<tr>
<td>Medicare Tax</td>
<td>-5.32</td>
<td>28.58</td>
</tr>
<tr>
<td>NJ State Income Tax</td>
<td>-4.93</td>
<td>26.69</td>
</tr>
<tr>
<td>NJ SUI/SDI Tax</td>
<td>-3.39</td>
<td>18.23</td>
</tr>
</tbody>
</table>

**Other**

- Checking: -389.03

**Adjustment**

- Reimbursement: +73.16

**Net Pay**  
**$0.00**

*Your federal taxable wages this period are $366.83*
Other Free Financial Resources

www.saveandinvest.org
http://smartinvesting.ala.org/

Welcome

The Smart investing@your library® national network can help anyone learn about money, develop a budget, save for college, plan for retirement and much more.

You are welcome to borrow or adapt any of the resources on this website to design programs, train staff, reach out to community partners and spread the word.

This site is sponsored by the American Library Association and the FINRA Investor Education Foundation.

Contact Us

News: The San Diego Public Library is partnering with the Unified School District to create a multi-media learning environment. These four student-created YouTube videos point the way to developing money management skills: Identifying Your Goals; Setting Your Financial Goals; Starting an Emergency Fund; and Managing Debt.
http://www.finrafoundation.org/

The FINRA Investor Education Foundation provides underserved Americans with the knowledge, skills and tools necessary for financial success throughout life. Learn More >

Grants >
Learn how you can help us reach, educate and protect individual investors and see what other recent grantees are doing.

General Grant Program
Smart investing@your library
Financial Education in Your Community
Investor Advocacy Clinic Program
Awarded Grants

Programs >
Find out more about our research initiatives and our financial education programs for military families, older investors and others:

Military Financial Readiness Program
Investor Protection Campaign
National Financial Capability Study

Resources >
Download FINRA Foundation-funded learning materials, research findings and tools for investors, educators, libraries and grantees.

Educational Materials
Tools
Research
BREAK
Evaluative Pieces

How was the Curriculum Tested with the Grant Partners?
Evaluations for the Grant Partners

1. Give the students the correct pre-test before you teach financial literacy curriculum.

2. Teach 10 hours of financial literacy curriculum, for the level of the class you’re teaching.

3. Teach at least 3 core concepts in that 10 hours
   • You’ll receive a worksheet on this.

4. Take attendance each time you teach financial literacy.

5. If students practice making a budget in class, mark this on your tracking sheet.
   • You’ll receive a tracking sheet.

6. Give students the correct post-test after every 10 hours of financial literacy instruction.

7. Grade the test and record scores on the tracking sheet.
Beginner Test Administration

- Review Handout
- Mark the students ID number on the test
- Circle adult/youth
- Write gender
- Circle Racial/ethnic background
- Move through each question
  - Example(s) first
  - Follow the script exactly
  - If the student is unable to answer or does not answer correctly, mark incorrect
Intermediate/Advanced Test

• Review Handout
• Distribute the test to students
• Write the students ID number, or make sure students write their own ID number, before they take the test.
• Read through each question in English.
• Read each question exactly as it appears on the sheet of paper.
• Read slowly.
• Do not translate for students.
  – This test is intended to test for understanding of English concepts.
Evaluations for the Series and Stand Alone Classes

Pre and Post Test
Series Classes: Written

One-Time Only Class: Raise of Hands Pre and Post Test

Follow up phone surveys conducted if participants opted in.
Questions for One-Day Stand Alone Classes (Raise of Hand)

- Do you feel financial literacy is important?
- Do you feel in control of your finances?
- Do you feel you have learned something about (insert topic here)?
- Do you feel you will be able to use what you have learned?
- Post-test: Please tell me one thing you have learned about...
- How confident do you feel in your ability to apply for scholarships?
- How many scholarships do you plan on applying for after attending the class?
Results

All numbers are through April 2016 and based on information SRI has received from partners.

<table>
<thead>
<tr>
<th>Class</th>
<th>Partner</th>
<th># of Participants</th>
<th>Budgets Created</th>
<th>Follow-Up Budgets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standalone Series</td>
<td>USU</td>
<td>37</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>One-Time Classes (ex. Scholarship or College &amp; Me)</td>
<td>USU</td>
<td>49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginners</td>
<td>AAU, ESLC, GUAD</td>
<td>173</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate (SPLIT)</td>
<td>IRC &amp; ESLC</td>
<td>72</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Advanced (SPLIT)</td>
<td>ESLC</td>
<td>9</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Int/Adv (Combined)</td>
<td>AAU, IRC, GUAD</td>
<td>83</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>423</td>
<td>48</td>
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<tr>
<td>Goal</td>
<td></td>
<td>1200</td>
<td>960</td>
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</table>

<table>
<thead>
<tr>
<th>Class</th>
<th>Average Pre-Test</th>
<th>Average Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standalone Series (Out of 5)</td>
<td>4.3</td>
<td>3.9</td>
</tr>
<tr>
<td>Beginners (Out of 6)</td>
<td>4.1</td>
<td>5.6</td>
</tr>
<tr>
<td>Intermediate (SPLIT) (Out of 7)</td>
<td>4.3</td>
<td>5.4</td>
</tr>
<tr>
<td>Advanced (SPLIT) (out of 17)</td>
<td>11.1</td>
<td>12</td>
</tr>
<tr>
<td>Int/Adv (Combined) (out of 17)</td>
<td>11.5</td>
<td>14.2</td>
</tr>
</tbody>
</table>
Creating Your Own Evaluation

• Refer to the Objectives from the lessons
• What do you want your students to accomplish?
• Is it measurable?
  – Objectives should be written FOR the student.
  – Objectives should be focused.
  – Objectives should use action verbs.
How do you write objectives?

1. For the student
   • Objectives should clearly indicate what the student should be able to do or accomplish.
   • Include the word student or participants in the actual objective.
     – “Student will be able to...”

2. Focused
   • You want the objective to clearly state one idea or one target goal.
   • Break the objective into several pieces.
     – Demonstrate fluency in Microsoft Excel vs.
     – The student will be able cut and paste text.
More on writing objectives

3. The outcome should use action verbs.
   • Use action verbs that clearly state what the student should be able to do.
     – Describe
     – List
     – Prove
     – Explain

4. The outcome should be measurable.
   • Specific and measurable so the student can see exactly what is required to attain success.
     • Is there a clear way to measure the outcome?
     • If the objective is not easy to measure because the goal is too vague re-write the outcome.
Effective Outcomes vs. Less effective written outcomes

Well Written

• Students will be able to pronounce the basic banking concept words: “bank,” “save,” and “spend”.

• Students will be able to identify the difference between the FDIC and NCUA.

• Students will be able to list and describe what documents are needed to open a bank account.

Not As Effective

• Prepare a list of definitions for the students to use.

• Appreciate astronomical distance.

• Students will feel that money is important.
Effective Questions

Discussion:
When you think of effective questions what comes to mind?
Open Ended Questions

- Open ended questions allow for discussion.

- Gives the participants an opportunity to share their opinions and express what they learned.
  
  - What do you think about _____________?
  - What does __________ mean to you?
  - How does this __________ relate to you?
Reflective questions

• Allow students to think about what they have learned.

• May not require a response in the group, but can provide an opportunity for students to write about what they learned.

  – Tell me about...
  – Think about what you have learned the last few weeks, what do you plan to use in your life?
  – What would you share with someone about ________?
Not as effective  

• Avoid leading questions  
  – Leading questions usually have the answer disguised in question form.  
  – May also only require a “Yes” or “No” response.  
    • Does this seem like a good idea?  
    • Does that seem like a good plan?
Loaded Questions

- Usually contains questions about several topics in one question.
- May contain an assumption about a behavior.

Example:

- Will you fix your budget and start pulling your credit reports?
- Are you going to pull your credit report and find your credit score?
Examples of Questions

Leading Question
• Were you at Jones Restaurant on the night of July 15th?
• Opening a bank account is a good idea, will you open a bank account?
• Did you like the class?

Open Ended
• Where were you on the night of July 15?
• What are some reasons people open bank accounts?
• Do you plan on opening a bank account? Why or why not?
• What did you like about the class?
What Ideas Do You Have for Evaluating a Lesson?

Review the lesson titles and objectives and brainstorm one or two ideas you have for evaluating your lesson.
Post-Test
Thank you!

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Shauna LaBeau  Shauna.LaBeau@usu.edu

This program is made possible by a grant from the FINRA Investor Education Foundation through Smart investing@your library®, a partnership with the American Library Association.

SLCOlibrary.org/smartinvesting
Beginner and Intermediate Lessons

1) Students who are receiving the Beginner curriculum will be receiving the Beginner test
   a. You give this test one-on-one

2) Students are receiving the Intermediate curriculums will be receiving the Intermediate test
   a. 1 test for these two levels
   b. Pass out the test to all students to take themselves.
Example of Core Concepts: Beginner

- Unit 1: Lesson A Numeracy
- Unit 1: Lesson C Money Identification Dollar-Bills
- Unit 1: Lesson D Money Identification- Coins
- Unit 4: Lesson G Introduction to Banking
Example of Core Concepts: Intermediate

- Introduction to Money: Making Change
- Your Paycheck
- Creating a Budget Level 2_3 (Please record the names of the students who created a budget in class)
- Banking Introduction: Banking Saving and Withdrawing Money
- Writing a Check
- What Documents Should We Carry With Us?
Example of Core Concepts: Advanced

Advanced

• Understanding Your Credit Report
• Understanding Types of Loans
• Financial Goals
• Understanding Rental Lease Agreements
Written Evaluations for Series Classes

1) True/False: All loans and credit offers are basically the same, so there is no reason to shop around for the best loan or credit offer.

2) True/False: A Creditor can’t ask someone applying for credit about how many kids he or she plans on having.

3) True/False: It is recommended to save approximately 3-6 months worth of expenses in an emergency.

4) True/False: A money market mutual fund is a low-risk savings asset?

5) True/False: An investment company combines small amounts of money from many investors into a large diversified portfolio with a professional manager.

6) On a scale of 1 to 5, how important is financial literacy?

7) How much do you agree with this statement (Circle Your Answer on the Scale: I am in control of my finances.

8) I can use what I learned on my own. (Circle Your Answer)

9) What did you learn in the class that you did not learn before:

10) What kind of financial training have you received before: